

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: CRYSTAL LAKES ELEMENTARY SCHOOL

District Name: Palm Beach

Principal: Diane Curcio-Greaves

SAC Chair: Shronderlette Davis-Tucker

Superintendent: Wayne E. Gent

Date of School Board Approval: December 2012

Last Modified on: 9/20/2012

Gerard Robinson, Commissioner
Florida Department of Education
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Tallahassee, Florida 32399

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PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Diane Curcio-Greaves	BS- SUNY at Plattsburgh, NY Elementary Education, MS- College of New Rochelle, NY, Educational Leadership MS- Florida Atlantic University	7	14	Crystal Lakes Elementary, FY 2010-2011, School Grade A High Standards in reading: 89 %, high standards in math: 91%, High standards in writing: 91%, high standards in Science: 75% Reading learning gains: 66%, Math learning gains: 76% AYP- No, SWD did not meet AYP in reading , Economically disadvantaged did not make AYP in reading , and Hispanic did not make AYP in Reading. Crystal Lakes Elementary, FY 2009-2010, School Grade A High Standards in reading: 87 %, high standards in math: 82%, High standards in writing: 86%, high standards in Science: 69% Reading learning gains: 72%, Math learning gains: 59% AYP- No, SWD did not meet AYP in reading & math, Economically disadvantaged did not make AYP in reading & math, and Hispanic did not make AYP in Math. Crystal Lakes Elementary: FY 2008-2009, School Grade B

		Reading, K-12 Certified in ESOL			high Standards in reading: 87 %, high standards in math: 87%, high standards in writing: 91 %, high standards in Science: 72% Reading learning gains: 75%, Math learning gains: 67% AYP- No, SWD did not meet AYP in lowest 25% gains (48%) FY 2007-2008 School Grade A, high Standards in reading: 87 %, high standards in math: 86%, high standards in writing: 84 %, high standards in Science: 61% Reading learning gains: 68%, Math learning gains: 72% AYP- yes
Assis Principal	John W. Pennington IV	BBA- management BBA- marketing Masters-Ed Leadership Certified In: Education Leadership (all levels) School Principal (all levels) Business Education (6-12) Marketing (6-12) ESOL Endorsement	6.5	8	Crystal Lakes Elementary, FY 2010-2011, School Grade A High Standards in reading: 89 %, high standards in math: 91%, High standards in writing: 91%, high standards in Science: 75% Reading learning gains: 66%, Math learning gains: 76% AYP- No, SWD did not meet AYP in reading , Economically disadvantaged did not make AYP in reading , and Hispanic did not make AYP in Reading. rystal Lakes Elementary, FY 2009-2010, School Grade A High Standards in reading: 87 %, high standards in math: 82%, High standards in writing: 86%, high standards in Science: 69% Reading learning gains: 72%, Math learning gains: 59% AYP- No, SWD did not meet AYP in reading & math, Economically disadvantaged did not make AYP in reading & math, and Hispanic did not make AYP in Math. Crystal Lakes Elementary: FY 2008-2009, School Grade B high Standards in reading: 87 %, high standards in math: 87%, high standards in writing: 91 %, high standards in Science: 72% Reading learning gains: 75%, Math learning gains: 67% AYP- No, SWD did not meet AYP in lowest 25% gains (48%) FY 2007-2008 School Grade A, high Standards in reading: 87 %, high standards in math: 86%, high standards in writing: 84 %, high standards in Science: 61% Reading learning gains: 68%, Math learning gains: 72% AYP- yes

INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
NA	NA	NA			NA

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Regular meetings of new and student teachers Meet with AC teachers for best practices Partner new teachers with veteran staff Solicit student teachers for open positions	Principal Assistant principal	Ongoing	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an

effective rating (instructional staff only).

*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
0 are teaching out-of-field.	

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

*When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
49	0.0%(0)	12.2%(6)	26.5%(13)	61.2%(30)	32.7%(16)	204.1% (100)	6.1%(3)	8.2%(4)	77.6%(38)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Kathi Chudoba	Angela DeJesus	Veteran SLP with new SLP	Regular meetings of new and mentoring teachers, observations

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

District-wide implementation of Single School Culture as well as Appreciation of Multicultural Diversity.

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

Required instruction listed in FI Statute 1003.42 (2), as applicable to appropriate grade levels.

Multi-Tiered System of Supports (MTSS)/Response to Instruction/Intervention (RtI)

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The school-based MTSS/RtI Leadership Team is comprised of the following members: Diane Curcio-Greaves, principal, John Pennington, assistant principal, Valerie Omans, ESE contact, Jill Rubin, ELL contact, Dionne Indihar, school psychologist, classroom teacher, and Herele Oakley, guidance counselor.

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The school-based MTSS/RtI Leadership Team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1 Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based RtI Leadership Team. The SBT will use the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, and Herele Oakley, guidance counselor) and report back on all data collected for further discussion at future meetings.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The four steps of the Problem Solving Model are:

- Problem Identification entails identifying the problem and the desired behavior for the student.
 - Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.
 - Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.
 - Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.
- The problem solving process is self-correcting, and, if necessary, recycles in order to achieve the best outcomes for all students. This process is strongly supported by both IDEA and NCLB. Specifically, both legislative actions support all students achieving benchmarks regardless of their status in general or special education.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

- Florida Comprehensive Assessment Test (FCAT)
- Curriculum Based Measurement
- Florida Assessment for Instruction in Reading (FAIR)
- Palm Beach County Fall Diagnostics
- Palm Beach Writes
- K-3 Literacy Assessment System
- Diagnostic Assessment for Reading (DAR)
- Progress Monitoring and Reporting Network (PMRN)
- Comprehensive English Language Learning Assessment (CELLA)
- Office Discipline Referrals
- Retentions
- Absences

Midyear data:

- Florida Assessment for Instruction in Reading (FAIR)
- Diagnostic Assessment for Reading (DAR)
- Palm Beach County Winter Diagnostics
- Palm Beach Writes
- Progress Monitoring and Reporting Network (PMRN)
- K-3 Literacy Assessment System

End of year data:

- Florida Assessment for Instruction in Reading (FAIR)
- Florida Comprehensive Assessment Test (FCAT)
- FCAT Writes
- ACT/SAT/CPT

Frequency of required Data Analysis and Action Planning Days:
Once within a cycle of instruction (refer to appropriate focus calendar)

Describe the plan to train staff on MTSS.

Professional development will be offered by district staff during FY13.

The school-based team will provide in-service to the faculty on designated professional development days (PDD). These in-service opportunities will include, but are not limited to, the following:

- Problem Solving Model
- Consensus building
- Positive Behavioral Intervention and Support (PBIS)
- Data-based decision-making to drive instruction
- Progress monitoring
- Selection and availability of research-based interventions
- Tools utilized to identify specific discrepancies in reading

Individual professional development will be provided to classroom teachers, as needed.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

Diane Curcio-Greaves, principal, John Pennington, assistant principal, Jessica Gally, SAI teacher, Robyn Marr, Debbie Torres, Debbie Rose, Cindy Twombly, Nancy Modansky, Deborah Frimet Russ Gilbert, Maria Noon, Carol Mueller-teachers.

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

The school-based Literacy Leadership Team will meet monthly to review diagnostic data and progress monitoring data. Based on this information, the team will identify the area (s) of concern, identify a target, and develop professional development activities needed to create effective learning environments.

What will be the major initiatives of the LLT this year?

Based on the data, 60% of the total population (3-5) will achieve mastery (level 3) in reading. Students in all subgroups will have the same goal.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School

Feedback Report

PART II: EXPECTED IMPROVEMENTS

Reading Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	In grades 3-5, 60% of the students will achieve mastery in reading on the 2013 FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (103)	60%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited resources to provide the support in all subjects.	Increase vocabulary in all subject areas to strengthen problem solving and increase student achievement (Reading: 33%, 103 students scored level 3, Math: 34%- 106 students, Science 46% - 44 students).	Principal Assistant Principal	Administration will review minutes from Learning team meetings and lesson plans.	Administration will review minutes from Learning team meetings and lesson plans.
2	Limited resources to provide the support in all subjects.	Instructional Focus calendars will be created to address areas of improvement.	Principal Assistant Principal	Administration will review minutes from Learning team meetings, student data, focus calendars, and lesson plans.	Administration will review minutes from Learning team meetings, student data, focus calendars, and lesson plans.
3	Limited resources inhibit full implementation of initiatives.	Learning Teams will analyze student achievement based on data to define student instructional goals and plan instruction.	Principal Assistant Principal	Walkthroughs and observations performed and recorded by Administration, review of minutes from LT, lesson plans, District diagnostics, and EDW reports	Administration will monitor and review the minutes and feedback sheets and teacher developed action plans.
4	Teachers (K-5) will implement reading strategies without the assistance of a reading coach.	Teachers (K-5) will model and implement higher order level questions in daily reading lessons	Principal, Assistant principal	Walkthroughs and observations performed and recorded by Principal and Assistant Principal	Walkthrough logs, recorded observations

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	All students were administered FCAT 2.0
2012 Current Level of Performance:	2013 Expected Level of Performance:

0- all students were administered FCAT 2.0		All students were administered FCAT 2.0		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	In grades 3-5, 60% of the students will achieve above mastery (Levels 4 & 5) in reading on the 2013 FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
41% (127)	60%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers (K-5) will implement reading strategies without the assistance of a reading coach.	Teachers (K-5) will model and implement higher order level questions in daily reading lessons.	Principal, Assistant principal	Walkthroughs and observations performed and recorded by Principal and Assistant Principal, review of lesson plans, District diagnostics, and EDW reports	Principal will review walkthrough logs, recorded observations, lesson plans, district diagnostics, and EDW reports

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	All students were administered FCAT 2.0
2012 Current Level of Performance:	2013 Expected Level of Performance:
0-All students were administered FCAT 2.0	All students were administered FCAT 2.0

Problem-Solving Process to Increase Student Achievement					
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	In grades 3-5, 75% of the students will make learning gains in reading on the 2013 FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (113)	75%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Reading coach position was eliminated-limited resources to provide the targeted support services	Teachers (K-5) will model and implement (QuAR) Question answer relationships in reading lessons.	Principal, Assistant principal	Walkthroughs and observations, review of lesson plans and EDW reports performed and recorded by Principal and Assistant Principal	Principal will review walkthrough logs, recorded observations, lesson plans, District diagnostics, and EDW reports

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	All students were administered FCAT 2.0
2012 Current Level of Performance:	2013 Expected Level of Performance:
0-All students were administered FCAT 2.0	All students were administered FCAT 2.0

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	In grades 3-5, 75% of the lowest 25% of the students will make Learning Gains in reading on 2012 FCAT Reading.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
61%	75%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Reading coach position was eliminated-limited resources to provide the targeted support services	Tutoring will be provided for students in the lowest 25% as determined by FCAT scores and the Fall Diagnostics in Reading.	Principal, Assistant principal	Administration and classroom teacher will review District diagnostics, Pre and Post assessments, logs, and teacher lesson plans.	Administration will monitor and review logs, lesson plans, District diagnostics, and pre and post data.

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal #					
	Students will reduce their achievement gap by 10%.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The percentage of Hispanic students in grades 3-5 scoring at or above a Level 3 will increase from 66% to 75%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (38)	75%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited resources inhibit full implementation of initiatives.	Learning Teams will analyze student achievement based on data to define student instructional goals and plan instruction.	Administration	Minutes from Team feedback sheets and teacher developed action plans.	Administration will monitor and review the minutes and action plans

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The percentage of ELL students (16) in grades 3-5 scoring at or above a Level 3 will increase from 7% to 25%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
7% (1)	25%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited resources inhibit full implementation of initiatives.	Learning Teams will analyze student achievement based on data to define student instructional goals and plan instruction.	Administration	Minutes from Team feedback sheets and teacher developed action plans.	Administration will monitor and review the minutes and action plans

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The percentage of SWD in grades 3-5 scoring at or above a Level 3 will increase from 37% to 50%
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2012 Current Level of Performance:	2013 Expected Level of Performance:
37% (21)	50%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited resources inhibit full implementation of initiatives	Learning Teams will analyze student achievement based on data to define student instructional goals and plan instruction.	Administration	Minutes from Team feedback sheets and teacher developed action plans.	Administration will monitor and review the minutes and action plans

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The percentage of Economically Disadvantaged students in grades 3-5 scoring at or above a Level 3 will increase from 64% to 70%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (76)	70%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	Limited resources inhibit full implementation of initiatives	Learning Teams will analyze student achievement based on data to define student instructional goals and plan instruction.	Administration	Minutes from Team feedback sheets and teacher developed action plans.	5C.1. Administration will monitor and review the minutes and action plans

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Effective implementation common core standards and reading strategies: i.e., QuAR, reading response journals, high order questions; iii reading programs such as Foundations and Wilson; RtI interventions and best practices; and computer-based programs such as Read Write and Gold	all teachers	Administration, school -based personnel, district personnel	school-wide	Early release days, monthly family meetings, learning team meetings	Lesson Plans, generated reports and classroom visits.	Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Tutoring will be provided for students in the lowest 25% as determined by FCAT scores and the Fall Diagnostics in Reading.	Provide tutoring for students in the lowest 25%.	School Improvement	\$2,000.00
			Subtotal: \$2,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$2,000.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking.		The percentage of Cella students in grades 3-5 achieving proficiency in reading will increase from 42% to 60%.			
CELLA Goal #1:					
2012 Current Percent of Students Proficient in listening/speaking:					
42% (14)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited resources inhibit full implementation of initiatives.	Learning Teams will analyze student achievement based on data to define student instructional goals and plan instruction.	Administration	Minutes from Team feedback sheets and teacher developed action plans.	Administration will monitor and review the minutes and action plans

Students read in English at grade level text in a manner similar to non-ELL students.					
2. Students scoring proficient in reading.		The percentage of Cella students in grades 3-5 achieving proficiency in reading will increase from 39% to 50%.			
CELLA Goal #2:					
2012 Current Percent of Students Proficient in reading:					
39% (13)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Limited resources inhibit full implementation of	Learning Teams will analyze student	Administration	Minutes from Team feedback sheets and	Administration will monitor and

1	initiatives.	achievement based on data to define student instructional goals and plan instruction.	teacher developed action plans.	review the minutes and action plans
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Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing. CELLA Goal #3:	The percentage of Cella students in grades 3-5 achieving proficiency in writing will increase from 21% to 40%.
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2012 Current Percent of Students Proficient in writing:

21% (7)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited resources inhibit full implementation of initiatives.	Learning Teams will analyze student achievement based on data to define student instructional goals and plan instruction.	Administration	Minutes from Team feedback sheets and teacher developed action plans.	Administration will monitor and review the minutes and action plans

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

Elementary School Mathematics Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	The percentage of students in grades 3-5 scoring at or above a Level 3 will increase from 34 % to 60% on the 2013 FCAT Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (106)	60%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited resources to provide the support in all subjects.	Increase vocabulary in all subject areas to strengthen problem solving and increase student achievement (Reading: 33%, 103 students scored level 3, Math: 34%- 106 students, Science 46% - 44 students).	Principal Assistant Principal	Administration will review minutes from Learning team meetings and lesson plans.	Administration will review minutes from Learning team meetings and lesson plans.
2	Limited resources to provide the support in all subjects.	Instructional Focus calendars will be created to address areas of improvement.	Principal Assistant Principal	Administration will review minutes from Learning team meetings, student data, focus calendars, and lesson plans.	Administration will review minutes from Learning team meetings, student data, focus calendars, and lesson plans.
3	Limited resources inhibit full implementation of initiatives.	Learning Teams will analyze student achievement based on data to define student instructional goals and plan instruction.	Principal Assistant Principal	Walkthroughs and observations performed and recorded by Administration, review of minutes from LT, lesson plans, District diagnostics, and EDW reports	Administration will monitor and review the minutes and feedback sheets and teacher developed action plans.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	All students were administered FCAT 2.0
2012 Current Level of Performance:	2013 Expected Level of Performance:
0	All students were administered FCAT 2.0

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The percentage of students in grades 3-5 scoring at or above a Level 4 or 5 will increase from 38% to 60% on the 2013 FCAT Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (118)	60%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers face the challenge of aligning the data for differentiated instruction.	Students in grades 3-5 will utilize computer software. All grades will utilize the Math series, Go Math, and FASTT Math on a daily basis	Administration	Teacher generated reports and lesson plans	Administration will review reports from EDW, Core K-12, Go Math and FASTT Math.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	All students were administered FCAT 2.0
2012 Current Level of Performance:	2013 Expected Level of Performance:
0	All students were administered FCAT 2.0

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning	
--	--

gains in mathematics. Mathematics Goal #3a:	The percentage of students in grades 3-5 scoring at making learning will increase from 76% to 80% on the 2013 FCAT Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
76% (130)	80%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers face the challenge of aligning the data for differentiated instruction.	Students not making gains as determined by the Diagnostics and assessments will receive small group instruction. Tutoring will be provided for students in the lowest 25% as determined by the FCAT 12 and Fall Diagnostics in Math.	Administration	Administration and classroom teacher will review Pre and Post assessments, District diagnostics, logs	Principal will monitor and review logs, lesson plans, District diagnostics, and pre and post data.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	All students were administered FCAT 2.0
2012 Current Level of Performance:	2013 Expected Level of Performance:
0	All students were administered FCAT 2.0

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	In grades 3-5, 75% of the lowest 25% of the students will make Learning Gains on the 2013 FCAT Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70%	75%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers face the challenge of aligning the data for differentiated instruction.	Tutoring will be provided for students in the lowest 25% as determined by the FCAT 12 and Fall Diagnostics in Math.	Administration	Administration and classroom teacher will review District diagnostics, Pre and Post assessments, logs	Principal will monitor and review logs, lesson plans, District diagnostics, and pre and post data.

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Elementary School Mathematics Goal #				
		5A : <input type="text"/>				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The percentage of Hispanic students in grades 3-5 scoring at or above a Level 3 will increase from 60% to 75% on the 2013 FCAT Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% (35)	75%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers face the challenge of aligning the data for differentiated instruction.	Tutoring will be provided for students in the lowest 25% as determined by the FCAT 12 and Fall Diagnostics in Math.	Administration	Administration and classroom teacher will review District diagnostics, Pre and Post assessments, log	Principal will monitor and review logs, lesson plans, District diagnostics, and pre and post data.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The percentage of ELL students in grades 3-5 scoring at or above a Level 3 in Math will increase from 7 to 25%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

7% (1)		25%			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers face the challenge of aligning the data for differentiated instruction.	Tutoring will be provided for students in the lowest 25% as determined by the FCAT 12 and Fall Diagnostics in Math.	Administration	Administration and classroom teacher will review District diagnostics, Pre and Post assessments, logs	Principal will monitor and review logs, lesson plans, District diagnostics, and pre and post data.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The percentage of SWD in grades 3-5 scoring at or above a Level 3 in Math will increase from 63 to 75%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (52)	75%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers face the challenge of aligning the data for differentiated instruction.	Tutoring will be provided for students in the lowest 25% as determined by the FCAT 12 and Fall Diagnostics in Math	Administration	Administration and classroom teacher will review District diagnostics, Pre and Post assessments, logs.	Principal will monitor and review logs, lesson plans, District diagnostics, and pre and post data.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	The percentage of Economically Disadvantaged in grades 3-5 scoring at or above a Level 3 in Math will increase from 55% to 70%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55% (66)	70%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	Teachers face the challenge of aligning the data for differentiated instruction.	Tutoring will be provided for students in the lowest 25% as determined by the FCAT 12 and Fall Diagnostics in Math.	Administration	Administration and classroom teacher will review District diagnostics, Pre and Post assessments, logs	Principal will monitor and review logs, lesson plans, District diagnostics, and pre and post data.

End of Elementary School Mathematics Goals

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Effective Implementation of common core standards, EDW, FASTT Math and Go Math	all teachers	Administration, school -based personnel, district personnel	school-wide	Early release days, monthly family meetings, learning team meetings	Lesson Plans, generated reports and classroom visits.	administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Tutoring will be provided for students in the lowest 25% as determined by FCAT scores and the Fall Diagnostics in Reading.	Tutoring will be provided for students in the lowest 25%	School Improvement	\$1,000.00
			Subtotal: \$1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,000.00

End of Mathematics Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	In grade 5, 60% of the students will achieve mastery on the 2013 administration of the Science FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
46% (44)	60%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited resources to provide the support in all subjects.	Increase vocabulary in all subject areas to strengthen problem solving and increase student achievement (Reading: 33%, 103 students scored level 3, Math: 34%- 106 students, Science 46% - 44 students).	Principal Assistant Principal	Administration will review minutes from Learning team meetings and lesson plans.	Administration will review minutes from Learning team meetings and lesson plans.
2	Teachers face the challenge of implementing a new textbook and new benchmarks in lesson plans and instructional delivery in all grades.	Implement the use of Science scope and sequence, new textbook, and essential labs on Learning Village and digital resources.	Administration and Science Resource teacher	Review schedule and lesson plans	Principal and Science Resource Teacher will monitor schedule and lesson plans.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	All students were administered FCAT 2.0
2012 Current Level of Performance:	2013 Expected Level of Performance:
0	All students were administered FCAT 2.0

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:		In grade 5, 30% of the students will achieve above proficiency on the 2013 administration of the Science FCAT.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
18% (17)		30%			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers face the challenge of implementing a new textbook and new benchmarks in lesson plans and instructional delivery in all grades.	Provide computer-assisted instruction of FCAT strategies for students K-5.	Administration and Science Resource teacher	Review schedule and lesson plans, EDW reports	Administration and Science Resource teacher will review schedule and lesson plans, EDW reports

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:		All students were administered FCAT 2.0			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
0		All students were administered FCAT 2.0			
Problem-Solving Process to Increase Student Achievement					
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
No Data Submitted					

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Effective						

Implementation of textbook, EDW, and Learning Village.	all	Administration, school -based personnel, district personnel	Administration, school -based personnel, district personnel	Early release days, monthly family meetings, learning team meetings	Lesson Plans, generated reports and classroom visits.	Administration and Science Resource teacher
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Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Science Goals

Writing Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:		The students in grade 4 scoring 3.0 or above will increase to 90% as measured by the FCAT Writes.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
86% (83)		90%			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The bell to bell schedule doesn't allow enough time for writing instruction.	Teachers will introduce the lesson and work with small groups for specific skill reinforcement. They will modify the lessons to allow more time. All	Administration	Walkthroughs and observations performed and recorded by Principal and Assistant Principal to monitor implementation of 6 + 1 Traits, review of PBW	Principal will review recorded observations, PBW assessments and lesson plans.

		teachers will incorporate strategies for 6 + 1 Traits of Writing components with an emphasis on planning.		assessments .	
2	Teachers K-5 are not consistently teaching pre-writing the same.	Teachers will use the same planning sheet and format.	Administration	Tracking of PBW assessments, review of minutes from Writing Family meetings.	Principal will review recorded observations, PBW assessments and lesson plans.
3	Scoring on FCAT Writes will include increased attention to the correct use of standard English conventions.	Teachers will instruct conventions of sentence structure, mechanics, usage, punctuation, and spelling.	Administration	Walkthroughs and observations performed and recorded by Principal and Assistant Principal to monitor implementation of all writing skills, review of PBW assessments.	Principal will review recorded observations, PBW assessments and lesson plans.
4	Teachers K-5 are not consistently teaching pre-writing the same.	Teachers will instruct conventions of sentence structure, mechanics, usage, punctuation, and spelling and will use the FCAT weekly assessment with fidelity.	Administration	Tracking of PBW assessments and the FCAT weekly assessments, review of minutes from Writing Family meetings.	Principal will review recorded observations, PBW and FCAT weekly assessments and lesson plans.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	All students were administered FCAT Writes.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0	All students were administered FCAT Writes.

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Conventions, Explanatory and narrative writing	All	Administration, district personnel	School-wide	Early release days, monthly family meetings, learning teams	Lesson plans, generated reports, classroom visits	Administration
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Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Writing Goals

Attendance Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Students will increase attendance rate to 90%
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
77%	90%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
138	50
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
41	25
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Reaching deeper into the community to foster the understanding of the importance of attendance and punctuality	Individual student planning, providing parent resources, Ripple effects: learning style and interest inventory	Administration and guidance counselor	data analysis, attendance and tardy reports	Administration and guidance counselor will review excessive absence reports, Ripples post-tests

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Attendance Goal(s)

Suspension Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Suspension Suspension Goal # 1:	The number of students suspended in FY 13 will remain the same or decrease by 1%.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
3	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
3	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
24	0
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
15	0

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Utilizing CHAMPS, School-wide Positive Behavior Support (sw-PBS) and discipline matrix consistently	Increase use of School-wide Positive Behavior Support (sw-PBS), CHAMPS, and discipline matrix	Administration	Walkthroughs and observations performed and recorded by administration	Administration will review recorded observations, lesson plans, discipline reports
2	Utilizing CHAMPS, School-wide Positive Behavior Support (sw-PBS) and discipline matrix consistently	Increase communication with parents about School-wide Positive Behavior Support (sw-PBS), CHAMPS, discipline matrix, and bullying.	Administration Guidance counselor sw-PBS team	Administration will review classroom discipline reports, parent conferences, parent trainings.	Administration will review recorded observations, lesson plans, discipline reports, parent training sign in sheet.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Attendance						

data analysis, Ripples, sw-PBS, CHAMPS, Discipline matrix.	All teachers	Guidance Counselor, administration	school-wide	Early release days, monthly family meetings, learning team meetings	Administration and guidance counselor will review generated reports.	Guidance Counselor, administration, SBT
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Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1:		Parent involvement will increase by 1%			
*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
Total volunteer hours for support/other recorded through VIP log (5100 hours)		5150 hours			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Reaching deeper into the community to foster the	Computer Lab will be available to students and parents before and	administration, VIPs coordinator	VIP log, sign in sheets for night events	Administration will review VIP log, and sign in sheets

1	understanding of the importance of parent participation in student activities	afterschool for reinforcement of skills and to familiarize parents with online support programs for students Recruit parents to participate in Tutorial program for students in the lowest 25%.			
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Volunteer/Tutoring Guidelines, Computer based programs such as Riverdeep, Edline etc., bullying, discipline matrix.	all	Principal and school personnel	parents, community	PTA meetings, SAC meetings, evening events	Parent Sign In Log Teachers will generate reports to monitor student progress	Principal will review logs, reports, parent workshop sign in sheets.

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Parent Involvement Goal(s)

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:

1. STEM

STEM Goal #1:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Tutoring will be provided for students in the lowest 25% as determined by FCAT scores and the Fall Diagnostics in Reading.	Provide tutoring for students in the lowest 25%.	School Improvement	\$2,000.00
Mathematics	Tutoring will be provided for students in the lowest 25% as determined by FCAT scores and the Fall Diagnostics in Reading.	Tutoring will be provided for students in the lowest 25%	School Improvement	\$1,000.00
				Subtotal: \$3,000.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$3,000.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input checked="" type="checkbox"/> Priority	<input checked="" type="checkbox"/> Focus	<input checked="" type="checkbox"/> Prevent	<input checked="" type="checkbox"/> NA
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Are you a reward school: Yes No

A reward school is any school that improves their letter grade or any school graded A.

No Attachment (Uploaded on 8/28/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount

No data submitted

Describe the activities of the School Advisory Council for the upcoming year

The SAC will review and monitor the school improvement plan throughout the year.

AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012
 Adequate Yearly Progress (AYP) Trend Data 2010-2011
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

SCHOOL GRADE DATA

No Data Found

Palm Beach School District CRYSTAL LAKES ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	89%	91%	91%	75%	346	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	66%	76%			142	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	57% (YES)	74% (YES)			131	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					619	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Palm Beach School District CRYSTAL LAKES ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	87%	82%	86%	69%	324	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	72%	59%			131	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	59% (YES)	60% (YES)			119	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					574	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested